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ABSTRACT

Efforts to break down de facto school segregation, which usually reflects residential patterns, often involve busing some students to schools outside their neighborhoods. Although busing has decreased segregation, it has sometimes created problems of its own. Transportation administrators, interviewed in Riverside, Sacramento, Berkeley, Los Angeles, San Bernardino, and Sausalito, California during the Spring of 1969, indicated several steps a school district can take to facilitate the establishment of a busing program. In this paper, the recommendations made in these interviews are summarized. In the discussion on establishing routes and schedules, such topics as scheduling after school transportation and computerized routing are included. Also, acquiring buses and student discipline procedures are discussed. It is suggested that consultants' advice be sought before busing is established, and that the chief administrator be carefully chosen. (Authors/JW)

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SCHOOL DESEGREGATION AND BUSING:

GUIDELINES FOR TRANSPORTATION ADMINISTRATORS

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Introduction

Since the Supreme Court's decision in the Brown vs Board of Education of Topeka case in 1954, school desegregation has been a subject of increasing concern to public school administrators. Many school districts are now trying to implement school desegregation because of pressures from the federal government and/or because of an interest in the educational development of minority youngsters. As recent attention has focused on de facto school segregation, which usually reflects residential patterns, these integration efforts have often involved busing some students to schools that are not in their immediate neighborhoods. Although busing has decreased segregation, it has often created some problems of its own. These problems are familiar to any district that has a busing program, regardless of the purpose of the busing.

Transportation administrators interviewed in Riverside, Sacramento, Berkeley, Los Angeles, San Bernardino, and Sausalito during the spring of 1969 indicated several steps a school district can take to facilitate the establishment of a busing program and to eliminate some of the problems. The Intergroup Relations Specialist of one of the districts was also interviewed. Each tape-recorded interview lasted approximately

two hours.[1] The tapes were later transcribed and responses categorized for analysis. This paper summarizes the recommendations made in the interviews.

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1 Questions asked of the administrators were based upon comments concerning busing abstracted from transcripts of teacher and principal interviews conducted by the Riverside School Study, in Riverside, California after one year of desegregation. The Riverside School Study was supported by grants from the State of California, Department of Education, Division of Compensatory Education, McAteer Grant Nos. M5-14, M6-14, M7-14, M8-14, M8-14A, and M9-14; Public Health Service, Grant No. 1-R01-HD-02863, National Institute of Child Health and Human Development, Department of Health, Education and Welfare; U. S. Office of Education, Grant No. 1-7-070325-5246, Department of Health, Education and Welfare; and National Institute of Health, Public Health Service, Department of Health, Education and Welfare, Grant No. PH 43-67-756.

Establishing Routes and Schedules

There are five basic steps in planning a busing program which administrators can take between the time that the decision is made to use busing to desegregate the schools and the time that the program begins:

1. The identification of the children to be bused.
2. The location of bus stops.
3. The selection of bus routes.
4. The determination of bus schedules.
5. The notification of the families and children of the bus stop and schedule to which the child has been assigned.

Since each step requires consideration of many factors, it is important that there be as much time as possible for the pre-program planning.

Identification of the Children

Not all of the children being reassigned to desegregated schools may need to be bused because some children may live within walking distance of their new schools. California regulations state that a district is not required to transport kindergarten through third grade students living less than three-fourths of a mile from their school; fourth through ninth grade students living less than one mile from their school; and tenth through twelfth grade students living less than two miles from their school.

A district can transport some of the students not eligible for busing and still qualify for state reimbursement of transportation costs.

However, if students ineligible for busing comprise more than ten percent of the number of transported students, a district can lose some, if not all, state support. In deciding whether students who do not meet state requirements for busing are to be transported, experienced districts suggest considering health and safety factors. When there are no safe roads upon which students can walk, some districts provide transportation, especially if space is available on previously scheduled buses.

Location of Bus Stops

Administrators have found that safety is the most important consideration in the location of bus stops. It is essential that buses be able to park without hindering traffic; that children be able to board and exit without great danger from traffic or from the bus; and that signs be posted requesting that cars not park in the loading areas during the hours that children are going to and from school. Transportation directors recommend that, whenever possible, stops be placed on streets with little traffic, and that they be located so that children will not have to cross a busy street. Since California regulations state that elementary school children should not cross a main thoroughfare to reach their buses without the aid of the driver or a traffic safety officer, locating stops at sites which children can reach without crossing a street not only increases their safety but also saves the district money for salaries of crossing guards. Districts often consult the local traffic engineer for advice in locating safe stops.

In determining bus stop locations, districts have found it advantageous to assess neighborhood patterns. In neighborhoods where public bus stops exist it is advisable to make use of these whenever possible because the presence of more than one stop in any neighborhood can be confusing and unsafe. Experienced districts suggest that characteristics of residents and homes be considered with no stops placed near homes whose owners raise strong objections. Homes with gardens which might be damaged by students waiting for buses should also be avoided whenever possible. Locations that have some kind of shelter for the children during inclement weather are ideal.

Minimizing discipline problems related to busing is another consideration in selecting locations for bus stops. Interviewees recommended the following procedures: 1) do not locate stops near small general stores; 2) do not locate stops near homes that have gravel or rocks that the children can throw; 3) select only locations with enough space for children to stand without crowding; 4) do not assign too many children to any one stop; and 5) do not locate school stops too far from classrooms.

Selection of Bus Routes

In mapping bus routes, the safety of the children is vital and can be facilitated by selecting streets without steep grades, frequent curves, or extensive damage.

Time is another important factor. One of the most frequently heard complaints against busing children in order to desegregate schools is that busing requires too much time traveling to and from school. While

the geographic and financial condition of a district may necessitate long routes, it is advisable to keep them as short as possible. However, the length of the route is not as important as the amount of time students must spend on the bus. As one administrator said, "A route might be long, but if it consists of freeways and quickly moving thoroughfares, it might take less time to travel than it takes to travel a much shorter route." If possible, no route should be created which requires a student to sit in a bus for more than half an hour. Avoiding streets with heavy traffic flows will lessen travel time. In order to balance the total amount of time spent on the bus, some districts have students who are on the buses for the longest period of time in the morning be the first to leave the bus in the afternoon.

Another method for insuring that no child is on a bus for a long period is the installation of two-way radios between the buses and the transportation center. Should an accident or other emergency strand a bus, these radios can be used to summon another bus.

Scheduling and the Educational Program

For the least disruption of the educational program, administrators suggested that buses be scheduled to arrive at the schools just before classes begin and to depart soon after classes are dismissed. Districts have found that when children arrive too early, it is difficult for them to settle down for classroom studies. When children depart too long after their class is dismissed in a school that has several dismissal times, their play activities while waiting for the bus may disturb the studies of classes still in session.

Bus scheduling for schools having staggered programming may prevent a bused child from participating in certin educational programs. For example, one teacher in a district that did not take this into account made the following comment:

> This one boy who rode the bus was a good reader. The only reason he couldn't be in the top reading group was because it was in the late afternoon. I could see many times that he was a little bored, because he didn't have that stimulation, that competitive feeling, that he would have had in a different grouping.

If districts could afford enough buses to transport children at a variety of times during the day and only during recess periods, these problems could be avoided. However, since most districts cannot afford enough buses, transportation administrators find that creativity and ingenuity are needed to overcome scheduling difficulties. Several administrators advised that teachers and other district personnel be oriented to the requirements of the busing program, with emphasis on the need for flexibility and cooperation in educating children of all backgrounds. Teachers can devise alternatives to ability grouping and other teaching techniques that are difficult to use with a busing program. In one case, teachers worked together in a team to teach reading to all the children in the morning, so that children leaving on the buses during afternoon classes would not be deprived of the opportunity to improve their reading skills.

Children missing buses is another factor to be considered when scheduling buses. Some districts reported an increased rate of absenteeism following the establishment of a busing program. Some of the children who failed to make the bus in the morning did not come to

school. In the afternoon some students missed their buses at school or left the bus at stops that were not assigned to them.

To prevent these difficulties, a number of districts have purchased a small van which can be used to pick up children who miss their bus in the morning and who telephone to request a ride. The van can also be used to return children who become ill at school. In the afternoon, bus drivers may permit a child to leave the bus at a stop other than his assigned bus stop if he presents a written note from his parent. At a pre-program meeting with parents, district personnel can stress the importance of children being at their bus stops on time and the necessity for children to go directly home after school unless parental permission to do otherwise has been given. Some districts also use volunteer or paid community liaison people to check on children who frequently miss their buses. To insure that the buses leave their stops at the assigned times, experienced administrators suggest emphasizing to the drivers in a pre-program orientation the necessity to adhere to the schedules.

Scheduling and After-School Transportation

Determining bus schedules also includes consideration of providing special after-school transportation. Teachers have expressed concern over the fact that it is difficult to detain bused students after school in order to give them extra help or to have them complete assignments. One teacher voiced this concern when she said, "Those who ride the bus are oftentimes the ones who need the help the most."

Interviewees reported that when after-school transportation is not available, some bused children take advantage of not being kept after

school when they misbehave, knowing that only non-bused children will be detained for misconduct. They also reported that non-bused children resent such a double standard. However, in one school disciplinary procedures were used that made special after-school buses unnecessary:

> What we did for part of the year was to rotate between six teachers half the lunch hour for these kids that needed extra help or discipline. And that would mean that you would work every sixth day.

Some districts provide extra buses for the older children who want to stay after school for extracurricular activities. Many educators feel that activities such as Boy Scouts, sports, and drama, which usually take place after school hours, are among the best tools that schools have for increasing a student's personal growth. Such activities are particularly important for youngsters who are new to a school and whom districts are seeking to integrate with the other students.

Scheduling after-school buses involves additional expense. The cost can be minimized, however, if there are a sufficient number of students who want to stay after school so that the extra buses can be used to their capacity and the number of buses necessary at the regular dismissal time can be reduced. In any case, the number of buses needed would not be as large as the number required to take the children to school in the morning.

Partial reimbursement from the state is available for after-school transportation that involves direct school-to-home busing. State funds cannot be used, however, if after-school busing takes the students to another school or to another location before going home. Federal funds might also be available for after-school transportation. A proposal

stressing the social and educational benefits of allowing bused children to stay after school could be submitted to Washington to request a grant for this purpose. If grant funds were not available, possibly local civic or service groups would be willing to finance such a program.

When providing extra after-school buses is not feasible, transportation directors suggest several alternatives. In some districts many schools have several dismissal times. If the student who is to be kept after school normally goes home with the early group, he can be sent on the bus with the later group. Parents can also help. Although many parents of the youngsters who are bused will not have cars to provide special transportation, those who do may be willing to offer their cars and services.

Notification of the Families

Notifying each of the children and their families of the bus stop and the schedule to which the child has been assigned is an important step in successfully establishing a busing program. Many districts with busing programs have found that children and their parents have been very confused about their bus assignments at the beginning of their programs. There are several procedures which have proven helpful in reducing such confusion.

Districts have found that assignments of children to buses and stops should be planned to prevent both the buses and stops from being overcrowded. This planning can be facilitated by assigning no more than a dozen students to any stop, assuming there is enough room for that many, and, allowing for absences, assigning to a bus only a few more students than the capacity of the bus.

In notifying children of their assigned stop and schedule, some districts devised a system wherein children are sent bus passes which verify that the child qualifies for busing and which assist the child in finding his bus. A sticker of a particular color, number, or geometric shape can be placed on the pass, and a corresponding sticker can be placed on the bus to which the student is assigned. If such passes also include a number indicating the child's stop, they will enable the driver to be certain that a student does not leave the bus at an unassigned stop.

Several methods of notifying parents have been used prior to the actual establishment of the busing program. The routes and schedules of all buses can be printed in the local newspaper; a letter can be mailed to each parent; a pamphlet with all routes and schedules can be circulated; and in the spring a notice can be sent home with the report card of each child. Although written notices are sufficient for some parents, other parents do not read notices sent to them. Therefore, some districts have an evening meeting in the spring for all parents whose children will be bused for the first time in the fall so that as many parents as possible will be informed.

A combination of methods of notifying parents can be used, depending upon the costs and the financial situation of the district. According to experienced administrators, investing a little extra money on the notification of parents before the busing program begins may save considerable money and time later when trying to answer the questions of confused parents. Whatever method is used, districts have found that numerous phone calls will occur at the beginning of the desegregation

program because notices sent home with children do not always reach the parents and letters mailed to the home are not read by all of the parents. Therefore, it helps to have a number of extra phones temporarily installed at the transportation office with extra personnel if necessary to handle these calls.

Communication with families prior to establishing a busing program provides an opportunity for a district to improve parent-school relations. To maximize cooperation between the school and the community, several administrators suggested keeping parents thoroughly informed about the details of the program and the rationale behind it. Parents can participate in the decision-making process, serve on advisory committees, and be members of any committees that visit other districts. A program to bring parents of the bused children to the receiving schools was established in the spring preceding the start of the program in some districts. Individual P.T.A. chapters were encouraged to participate in the creation of the program and to inform parents of the bused children and other parents who do not normally participate in P.T.A. activities.

Computerized Routing and Assignments

Once the basic pre-program planning is completed and record-keeping procedures are established, some large districts find that records maintained with the use of data processing enable them to act quickly when changes are necessary and require very little work at the beginning of subsequent years. Any time a change in plans requires a district to find students who possess a particular trait--for example, all students who use one specific bus stop--data processing can identify

these students quickly. If the original records include information indicating the projected junior and senior high schools of the bused elementary school children, little effort will be necessary in making their new bus assignments in future years. However, it is essential to update information such as changes in addresses and in the number of students being bused.

The expense of using computers is not as great as it might seem, because data processing can save many man-hours as well as wear on transportation equipment. According to administrators who have made use of computers, the usual procedures for scheduling a program each year take much time and errors are greater than when computers are used. Therefore, many additional man-hours may be necessary to eliminate errors and to answer the questions of confused parents and school personnel. In addition, by providing the transportation director with information as to the exact number of children on any bus and the exact number of buses that will be needed in the future, data processing can save the district money on equipment. The director can use the buses to their maximum capacity and be able, if the district is purchasing its own buses, to purchase buses during the time of the year when they are the least expensive. Finally, some districts have found that the use of data processing has improved their services considerably, and better services, in turn, improved discipline and other factors related to the desegregation program.

Acquiring Buses

A district can either purchase its own buses or contract for the services of a local bus company. There are advantages and disadvantages with either method. The decision depends upon the specific needs of each individual district.

Arguments for Purchasing

The strongest argument for the purchasing of buses is that ownership gives a district greater flexibility in administering its busing program. A district that owns its buses need not take into consideration any limitations placed upon it by a bus company. If changes are necessary, such a district does not have the problem of trying to work them out with the contractor. Bus ownership makes it possible to use buses at any time of the day or week. For example, if a district needs buses for a field trip, they are more readily available if the district owns the buses than if it is contracting the services. Bus ownership also enables a district to purchase and use buses of a variety of sizes, making it less expensive to pick up sick children at school, children who miss their regular buses, and youngsters who live on steep and narrow streets.

When buses are owned, the bus drivers are district employees selected to fit the needs of the school system and are directly responsible to the district. Districts usually provide their drivers with higher salaries and more fringe benefits than do private companies due to civil

service regulations. Although this may cost more money, many districts feel that it allows them to acquire the services of the most qualified drivers. The quality of the drivers is also more likely to improve after they are hired, because the district can arrange continuous and extensive training programs for them. The use of highly skilled and well-trained drivers increases the safety of the children and eliminates many of the discipline problems on the buses.

Some districts find that hiring their own drivers increases the loyalty of the drivers to the district and its educational program. Teachers are likely to be more cooperative with them than with non-district personnel. This loyalty and cooperation can be extremely important, especially when a controversial desegregation program is being initiated. The control that a district has over its own drivers also enables it to make certain that the same drivers remain on the same routes from day to day. In the section on discipline procedures, the advantages of this arrangement will be discussed further.

Purchased buses may be in better repair than contracted buses. Unlike a school system, private contractors often use their buses on the weekends and during holidays which produces additional wear and tear.

Arguments for Contracting

Proponents of contracting claim that if a district finds a suitable and cooperative contractor, it will be able to achieve the same degree of flexibility, control over its drivers, and quality in drivers and equipment that it would if it owned the buses. The bus company,

the supporters of contracting point out, is a profit-seeking business, and its profit will depend upon its service. If it fails to provide flexibility, good drivers, and modern equipment, the district can always select another company. Once the contractor is selected, these services can be guaranteed if there is close communication and cooperation between the district and the contractor.

Contracting eliminates many of the organizational and administrative headaches that exist for districts which own their buses. The availability of the buses and drivers, the storage of the buses while they are not being used, and the maintenance of the buses are the responsibility of the bus company. Since the bus company's employees may be more experienced and knowledgeable in these areas, it is possible that the company can do a more efficient job than a school district.

A bus company, especially in suburban areas, can sometimes operate a busing program for a district much less expensively than a district can manage for itself. There are several reasons for this. Bus company employees who are familiar with transportation problems need fewer man-hours to administer the program; private companies usually pay their employees less than school districts pay their employees; contractors use their buses on the weekends, during holidays, and in the evenings; and the expense of a transportation center is not as burdensome for a contractor who has many employees and buses in use. Even if a district can run a program for less money than a contractor, it is difficult for a district, simultaneously, to find the money necessary for the purchase of the buses and the construction and manning of a transportation center.

In rebuttal, the supporters of purchasing claim that a district that owns its buses can take steps which will make its program nearly as economical, or perhaps even more economical, than one administered by a bus company. First, a district can purchase larger and better buses than those used by most contractors, thus saving on drivers' salaries and on repairs. Since a district uses its buses less than a contractor, it will not be necessary to replace them as often. When it does become necessary to replace buses, a district that owns its buses, unlike one that leases them, can acquire California state reimbursement for the replacement of equipment. In addition, a school system can save money by making use of its drivers for custodial work and other tasks during the hours when they are not driving. A district that buys its own buses will also be able to buy its own gas pumps, allowing it to purchase gas at a discount rate. Finally, while it is true that districts might not have all the necessary money at once, they can, it is argued, lease the buses with the option to purchase at a later date.

The Costs

Whatever method is used to acquire the buses, the costs of the busing program are sizable. Not only will there be the obvious expenses for drivers and buses, but funds will be needed for many other items, such as mechanical maintenance equipment, insurance, office supplies, drivers' uniforms, supervisors and inspectors, the parking area, and garage overhead.

Once a district has decided to go ahead with the program, however, it can take several steps to decrease its costs. State and federal money is available. The California State Education Code provides for

reimbursing part of the transportation costs. It is also possible for a district to receive a grant from federal compensatory education funds if the busing program involves target-area children. Regardless of how the money is obtained, a district can reduce the costs by planning its program carefully. By establishing varied starting and dismissal times for its classes, it can use the buses for several runs each day, thus reducing the number of buses necessary. Also, by having larger buses and using them to capacity, a district can save money by decreasing the number of buses and drivers.

Busing and Discipline Procedures

All of the interviewed administrators agreed that discipline problems were extensive during the initial implementation of a busing program. Behavior such as shoving at the bus stops, arguing with drivers, shouting and fighting on the buses, leaning out the windows, and departing from buses at unassigned stops have been common, particularly at the beginning of the desegregation effort.

Most of these problems are found in any program involving the busing of school children, regardless of the purpose of busing. All people who have worked with children know that at times they fight with each other, test adults, and have trouble sitting still. This is particularly true when a large number of them are confined to a small enclosed area, such as the interior of a bus. For many youngsters a ride on a school bus is a new excitement-producing experience for which they have not yet learned any acceptable forms of behavior.

Selection and Training of Drivers

Districts that have had problems on the buses have reported that frequently the work habits of the drivers are among the sources of these difficulties. A driver may arrive at the bus stops earlier than scheduled, before all the children have gotten to the stops, thereby leaving some students with no transportation to school. Or a driver may depart from school at dismissal time before all the children have been given sufficient time to get from the classroom to the bus.

Experienced districts recommend selecting drivers who like children of all ethnic groups, who have an ability to combine empathy and strength in dealing with children, who are concerned about their passengers' safety, and who have a commitment to the desegregation program. This last quality is often overlooked, but it is at least as important as the others. Personal interviews can be held in order to select drivers with such traits. In cases where buses are contracted and the contractor does the hiring, some key district personnel can be included in the selection meetings. Each applicant can also be requested to give personal references. Some transportation directors feel that women more often than men possess these qualities and, therefore, make better drivers.

It seems to be agreed that the use of drivers from the same ethnic group as the children on the bus tends to alleviate discipline problems. However, districts have found that drivers of all ethnic groups can learn to work with children from varied ethnic backgrounds.

Transportation administrators recommend that an extensive and continuous training program be established for drivers. When drivers are hired by a contractor, training sessions can be part of the drivers' staff meetings with district personnel connected with the desegregation program attending in order to provide training. Such training programs usually include matters on driving and safety, and sections dealing with child psychology, intergroup relations, and the district's educational philosophy and integration program. The drivers will also need to be advised of discipline procedures. But as one administrator pointed

out, "Each driver must be encouraged to establish a discipline procedure suitable to his own personality." Some drivers might want to separate the boys from the girls; others might want to assign seats; and others might want to establish a reward system.

To assist the drivers, some districts install a P.A. system and/or earphones on the buses through which music or a radio can be played. This additional equipment and training does, of course, involve some expense, but districts that have spent money on such items have felt that their benefits far outweigh their costs.

Drivers and Discipline Procedures

Drivers are part of the discipline procedures in almost all school districts that currently use busing to desegregate schools. The bus drivers are given referral slips and if a child is a frequent source of trouble, his name is sent to the principal of the school in which he is enrolled. It is then the principal's responsibility to resolve the difficulty. Supporters of this procedure believe that the principals' familiarity with their students makes them more suitable for handling problems of misconduct. Critics, on the other hand, feel that the delay such a system produces diminishes its effect, and in some districts drivers have been authorized to take immediate disciplinary steps.

Regardless of the system used, if a child's behavior does not improve, in most cases a meeting is held with parents. Usually the child, his parent, his principal, the driver, and the district's transportation administrator are present at the meeting. If an entire busload

of children has been misbehaving, some districts call all of the parents of the passengers on that bus together for an evening meeting to seek a solution. In extreme cases, a child can be suspended from his riding privileges for a certain length of time. Some districts have adopted a policy whereby any student who receives a certain number of misconduct slips is automatically denied transportation.

Administrators advise that as much as possible the driver on any given route should remain constant. As one interviewee said, "If you have the same driver every day on the same route, he knows the children and he is able to handle them much more easily." Districts and contractors maintain a list of substitute drivers who are familiar with the routes, to replace drivers who are absent from work.

Adult Aides

Some school districts have assigned adult aides to the buses. These aides have been particularly useful when busing programs are initiated. They not only assist the drivers in maintaining order, but they also assist the children in finding their proper buses, getting off at the assigned stops, crossing the streets safely, and remembering their personal belongings at the bus stops. In some districts aides have been paid and in others they have served voluntarily. Districts which have used volunteers have found that volunteers are not too difficult to find. As one administrator said, "The first year of integration we had all kinds of volunteers--black and white--who wanted to make this thing successful. So it was all voluntary help--not only on the bus, but also in the classroom and on the playground." One advantage of

using volunteers is indicated by one of our respondents:

> The fact that mamas and papas--black and white--just got on the bus helped to show the youngsters that blacks and whites --in terms of adults--you know, were for this program. It wasn't a fun thing. It was a 'for real' thing.

One possible disadvantage, on the other hand, is that volunteers seldom remain with the program the entire year or beyond the first year. However, this is not a serious drawback. Experienced districts have found that once the children become used to riding a bus and learn what is expected of them, the problems usually are minimal.

Communication with Parents and Children

The written notices and evening meetings that inform parents of the assignments of children to their bus stop and schedule can also be used to explain regulations regarding discipline. The fact that all children will be treated equally on the buses and that unruly behavior cannot be accepted from any student can be stressed. Districts suggest that parents be encouraged to see that their youngsters are at the stops in the morning no sooner than ten minutes prior to the scheduled arrival time of the bus and that their children do not leave litter or personal belongings at the stops. Above all, the need for a reasonably quiet and well-behaved passenger can be explained.

Pre-program measures to improve communication and understanding with the students can also be planned. A meeting similar to the one for parents can be held with students in which the kind of behavior acceptable on a bus is emphasized. In some districts pamphlets have been distributed to students which contain cartoons explaining proper bus behavior. Students might also be taken on some practice rides

during which they can become accustomed to riding on a bus and learn the importance of proper riding conduct.

Conclusion

The establishment and administration of a busing program is a very complex operation. Once a district decides to organize a busing program, the procedural planning should be started immediately. It is advantageous to seek as much expert advice as is available from federal,[1] state,[2] and local consultants, and to send a consultation team to other districts that already have busing programs. Several of the transportation directors who were interviewed for this paper offered to assist any such teams that visit them.[3] It is also important that the chief administrator of the busing program be chosen very carefully, for he should be a person who knows transportation, understands the district's educational program, and above all, supports the integration program.

Each district has its unique characteristics and needs, and all problems cannot be anticipated. However, districts can learn from the experience of others and reduce difficulties significantly.

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[1] For information concerning federal consultants contact:
Office of Equal Educational Opportunity, U. S. Office of Education, 760 Market Street, San Francisco, California 94102.

[2] For information concerning state consultants contact:
Bureau of Intergroup Relations, Department of Education, 721 Capitol Mall, Sacramento, California 95814.

[3] For information on consulting those transportation administrators who were interviewed, contact:
Ray Olitt, University Extension, University of California, Riverside, California 92502.